Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

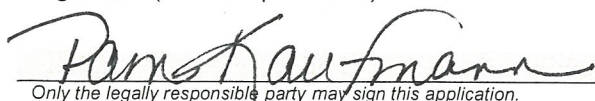| Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 AM 8: 57 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Rockdale Independent School District	166-904		

Vendor ID #	ESC Region #	
1746001996	6	

Mailing address		City	State	ZIP Code
PO Box 632		Rockdale	TX	76567

Primary Contact

First name	M.I.	Last name	Title
Pam		Kaufmann	Assistant Superintendent
Telephone #	Email address		FAX #
512-430-6000	pkaufmann@rockdaleisd.net		512-446-3460

Secondary Contact

First name	M.I.	Last name	Title
Kathy		Pelzel	Principal
Telephone #	Email address		FAX #
512-430-6200	kpelzel@rockdaleisd.net		512-446-3682

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Pam		Kaufmann	Assistant Superintendent
Telephone #	Email address		FAX #
512-430-6000	pkaufmann@rockdaleisd.net		512-446-3460

Signature (blue ink preferred)   Date signed

Pam Kaufmann _____   2/1/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #8: Contracted Services	6200	$	$	$	$
2.	Schedule #9: Supplies and Materials	6300	$	$	$	$
3.	Schedule #10: Other Operating Costs	6400	$	$	$	$
4.	Schedule #11: Capital Outlay	6600	$	$	$	$
5.	Total direct costs:		$	$	$	$
6.	Indirect cost (%):		$	$	$	$
7.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Rockdale Intermediate School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The Rockdale Independent School District recognizes the increased need to access digital content outside the school day. Many of the school's instructional resources and programs are accessible via the Internet; however, a significant percentage of our students' homes do not have home computers and/or Internet access in order for learning to continue after school hours. By introducing a technology lending program with computers and WiFi devices, we will be able to give students opportunities to build the skills necessary to become college and career ready. Rockdale ISD's mission of teaching "a rigorous and engaging curriculum, in a safe and orderly environment, preparing our students for future success" is the premise for our technology lending program.

The Technology Lending Program for Rockdale Intermediate School will purchase 100 Chromebooks and 40 Wifi devices for students to checkout through the library and take home for an extended time period. Students in grade 5 will have the opportunity to borrow a Chromebook and/or WiFi device to use at home in the evenings and on the weekends to complete research, school projects, and to read e-books. The purpose of the lending program is for students to have a computer and Internet access at home to extend learning past the traditional school day and outside of the school walls. One expected outcome of this program is an increase in student achievement through the use of these additional devices and availability of digital online resources.

In the Spring of each year all campuses conduct a detailed Comprehensive Needs Assessment using surveys, campus data, team meetings, and a number of other resources to develop recommendations. Since the fifth grade classes at the intermediate assign projects that require students to work outside of class to complete, a need for additional Chromebooks on that campus was identified. With over 65% of our student population at the intermediate level considered economically disadvantaged, there is an increased need in our community to provide more opportunities for our students to access technology at home or in the community.

The program will be supervised by the campus principal and implemented by the Library Media Specialist. The media specialist will use library resources and instructional time to work with students on reservation and usage of project resources. She will also work with campus teachers on reservation procedures. Staff training will be provided by the Educational Technology Director while the Operational Technology Director will maintain devices and connectivity. The Assistant Superintendent will oversee compliance to federal guidelines and reporting requirements. Campus and District Improvement Plans serve as the foundation for campus programs. All initiatives put in place must be tied to a goal and corresponding objectives in the plan and all funds spent must be to advance those goals.

The program evaluation will be conducted through a series of reports pulled from circulation and technology management systems in order to identify targeted students who may not be taking advantage of the program and address concerns of abuse and/or misuse. Student, parent, and teacher surveys as well as administrator evaluation data will also be used to evaluate the effectiveness of the program and to identify teachers who are making the most of the program. They can be encouraged to develop mentorships with other teachers to encourage more wide-spread use. The lending program is aligned with our district's mission of preparing our students for future success by providing quality and engaging instruction and setting high expectations. The intermediate campus was identified by feedback from junior high school teachers indicating students are not coming to the junior high school with adequate technology skills to perform independently on assigned tasks. Students will be provided access at home to programs they use during the school day like Think Through Math, Prodigy, iStation, Mind Play, and Stem Scopes. Chromebooks will also double as an e-reader, allowing students to checkout e-books from Follett Shelf.

Schedule #5—Program Executive Summary (cont.)

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County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

More importantly, students will also have access to research and production tools as well as TEXQuest databases at home through this grant. This will allow them to research, identify and create independent products using the Google Classroom platform and collaborate with other students and with their teacher. These products can either be initiated at school and then worked on at home, or can be used as independent study activities that teachers can monitor and support.

Teachers at the intermediate school have received professional development for Chromebooks in the past and have several additional opportunities for trainings this summer and additional opportunities will be available throughout the grant period. Chromebooks have been on their campus for many years, so students are accustomed to use and care procedures for these devices. The wireless network at the intermediate provides sufficient coverage. An agreement with a wireless provider will provide Wifi devices for checkout to students for Internet access at their homes.

Rockdale ISD utilizes an automated helpdesk system for work order tickets. This process for providing technical support to campuses is efficient and reliable. Chromebooks and Wifi devices will be checked out through our library inventory system of Destiny. The inventory will be accounted for through our standard inventory process in Destiny. Students will be held accountable through hold and fine lists. A Responsible Use Agreement will be referenced in the Technology Lending Agreement that parents and students must sign in order to check out any lending equipment.

Rockdale ISD is committed to the goals of this grant program and will continue to ensure that our students have access to the Internet outside of the school and the school day. Along with local technology funds and the district's instructional materials allotment, sustainability can be achieved by working with community partners to provide additional wireless hotspots. This is one of many ways the district strives to attain high levels of instruction and to help students build a lifelong commitment to learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 166-904		Amendment # (for amendments only):			

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019		Fund code: 410			

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$13,680	$0	$13,680
Schedule #9	Supplies and Materials (6300)	6300	$35,900	$0	$35,900
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
		Total direct costs:	$49,580	$0	$49,580
		Percentage% indirect costs (see note):	N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		**$49,580**	**$0**	**$49,580**

Administrative Cost Calculation

Enter the total grant amount requested:	
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Services for portable broadband devices to provide Internet at students' homes	$13,680
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$13,680
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	$13,680

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 166-904	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$35,900
	Grand total:	**$35,900**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 166-904	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 166-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	76	66.67%	As of 10/27/2017
Limited English proficient (LEP)	5	4.39%	As of 10/27/2017
Disciplinary placements	26	22.8%	8/22/2017 thru 10/27/2017
Attendance rate	NA	98.28%	8/2/2017 thru 10/27/2017
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						114								

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockdale ISD implemented a BYOD policy in hopes of meeting the instructional technology needs of our campus. Some students in the older grades are able to bring smartphones, but there are still a considerable amount of students without devices at the intermediate campus. Teachers also reported that students needed to have the same type of device for instruction to run smoothly. The device needed to have a long battery life, a quick start up and a screen that was large enough to easily view websites and create projects using Google tools. The Chromebook was the solution that Rockdale ISD found and began purchasing. We have purchased several carts of Chromebook, but do not have a program that will allow students to check out for home use.

Students at Rockdale Intermediate School utilize several online resources to help aid in skill development in reading, math and science. With over 65% of our student population being identified as economically disadvantaged, there is an increased need in our community to provide more opportunities for our students to access technology at home or in the community. In a survey of 5th grade students at Rockdale Intermediate School, it was found that over 40% do not have Internet access at home and only 30% reported having access to a computer they can use when needed.

In the spring of each year all campuses conduct a detailed Comprehensive Needs Assessment using surveys, campus data, team meetings, and number of other resources to develop recommendations. The technology section of the needs assessment, along with our Technology Plan, is used to address areas of need for technology resources, including hardware, software, infrastructure and instructional materials. Data from The Texas Campus STaR Chart is also analyzed to determine technology needs for campuses. The intermediate campus is developing tech and advanced tech in all areas of the STaR chart for the 2016-2017 school year. The teachers on this campus are familiar with Chromebooks, as Chromebooks have been on their campus for over 5 years.

This project would allow our students access to technology at home and outside of school. Students would have the opportunity to check out a computer from the library for an extended time period to complete assignments and work on skill development. Our students use many online resources to improve student skills (Think Through Math, iStation, Mind Play, Prodigy, and Stem Scopes). They also utilize online Google tools to collaborate with other students on projects. These types of assignments mirror those that will be expected at the junior high school level. Our goal is produce college and career ready your people that can choose any path after graduation. In order to attain such an objective, our student need the appropriate tools for success. The enrollment at the intermediate campus is over 330 students; at least 46% of those students are labeled at-risk for various reasons and on most account do not have access to technology at home.

Rockdale Intermediate School reviewed the STAAR passing rates for each grade in subject. 3rd grade had a 67% passing rate in Reading (state average = 72%) and 69% passing in math (state average = 76%), 4th grade had an 70% passing rate in reading (state average = 70%), 76% passing in math (state average = 75%) and a 65% passing rate in writing (state average = 63%). In 5th grade, 82% passed the reading test (state average = 83%), 86% passing in math (state average = 88%) and 69% of the students passed the science test (state average = 73%). With state standards for passing increasing each school year. This project will give our students the opportunity to extend the school day beyond the physical campus and integrate technology and online educational resources into the home setting as well to better meet these standards.

Schedule #13—Needs Assessment (cont.)

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide Internet access outside of the traditional school day to students who work on schoolwork, collaborate with peers on projects, and use electronic resources.	Students would be able to check out MiFi devices in order to access the Internet at their residence in the evening and on the weekends and be able to work on schoolwork.
2.	Provide students with a device that can be used outside of the school day to access educational resources such as electronic books, educational software applications, and electronic instructional resources.	Students would be able to check out a computer to use at home in the evening and on weekends to access electronic instruction materials.
3.	To provide a variety of digital resources to students that support student engagement and increase student achievement.	Students will have access outside of the school day to acquire, analyze, and manage content from digital resources such as Think Through Math, Discovery Education, Google Apps for Education, Stem Scopes, iStation, Prodigy, and Mind Play.
4.	To guide students to make informed decisions about technologies and their applications.	By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. TEKS §126.11
5.	Fostering college and career ready skills.	Through the use of online resources such as Google Apps for Education, students will develop skills in communication, collaboration, problem-solving, and critical thinking. This will help students acquire the necessary college and career skills to be successful in all endeavors.

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Schedule #14—Management Plan		

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Library Media Specialist	Able to operate Destiny software and online reservation system
2.	Principal	Able to manage personnel, communicate to patents and students, monitor grant requirements. Principal certification
3.	Educational Technology Director	Able to help teachers integrate technology into the classroom, able to manage Chromebook devices and provide professional development to teachers. Teacher certification, Masters degree in Educational Technology Leadership
4.	Director of Technology	Ability to maintain and operate network and maintain connectivity among devices. Manage WiFi devices and connectivity for wireless access.
5.	Assistant Superintendent	Monitor grants requirements, oversee grant staff, conduct reporting and evaluation processes for grant project. 6 years as district federal programs director, Superintendent Certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Purchase equipment and prepare for lending	1.	Evaluate, select, and purchase equipment	05/01/2018	7/30/2018
		2.	Enter equipment data in Destiny inventory (system)	08/01/2018	09/01/2018
		3.	Train staff on distribution and reservations	08/01/2014	09/01/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Provide staff ongoing professional development	1.	Train staff on integrating Chromebooks	08/01/2018	08/31/2018
		2.	Google Apps for Education training	08/01/2018	08/31/2019
		3.	Google Classroom training	08/01/2018	08/31/2019
		4.	Digital textbooks training	08/01/2018	08/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Provide training for students	1.	Digital Citizenship training	09/01/2018	12/31/2018
		2.	Chromebook use and care training	09/01/2018	12/31/2018
		3.	Online resources training	09/01/2018	12/31/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Implementation of program	1.	Develop Tech Lending Agreement	08/01/2018	08/31/2018
		2.	Develop and train on district policies for program	08/01/2018	08/31/2018
		3.	Checkout procedures for devices through library	09/01/2018	08/31/2019
		4.	Teachers utilize online reservation system	09/01/2018	08/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Continuous monitoring of grant guidelines and success	1.	Pull monthly reports of data usage from MiFis	10/01/2018	08/31/2019
		2.	Gather semester data (i.e. STAAR results, grades)	01/15/2019	08/31/2019
		3.	Survey teachers for feedback	10/01/2018	08/31/2019
		4.	Reports from Destiny from library	10/01/2018	08/31/2019
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Improvement Plan is developed each year with the input of the District Education Council (DEC). The goals of the District Improvement Plan are the district goals and each goal has objectives and strategies listed that outline how the district will meet those goals.

The process begins in the Spring when the campuses conduct their Comprehensive Needs Assessment. Campus teams are formed to research and make recommendations for campus improvements. Campus teams use surveys, campus data, team meetings, and a number of other resources to develop recommendations.

In May of each year, the information from the Comprehensive Needs Assessments is presented to the Campus Education Council for their review and input. The Campus Improvement Plan from that year is also reviewed and the CEC is given an opportunity to evaluate the current plan and make suggestions on revisions and additions to the plan for the following year.

That document forms the basis for the campus initiatives as well as revisions to the campus improvement plan for the upcoming year. District level administrator also uses the results of the campus Comprehensive Needs Assessment to identify areas to include in the District Education Plan. Each October, all campus principals meet with the district level administrator to calibrate campus and district plans as well as make sure all required elements are included.

The Campus and District Improvement Plans are reviewed by the CEC/DEC at each quarterly meeting. Council members are asked to review the objectives and strategies of the plans to determine our progress toward meeting the goals. Progress is documented on the plan each quarter. The plans are all posted on the district website under "Assessment and Accountability", then "Campus and District Improvement Plans".

Our Campus and District Improvement Plans serve as the foundation for all we do on our campuses. All programs and initiatives we put in place must be tied to a goal and corresponding objectives in the plan and all funds spent must be to advance those goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While we have a Bring Your Own Device program on all campuses within the district, our data shows that a small percentage of students are actually connecting their own devices on our public network. Also, our survey data indicates that over 40% of students do not have Internet access outside of school.

Over the past several years, teachers have received professional development in technology integration and technology tools such as Google Apps for Education and Chromebooks. Teachers integrate these skills in class instruction to encourage independent learning and foster collaboration and creativity. In addition, our district staff have attended training on Professional Learning Communities through Solution Tree. Each campus has a schedule to provide PLC time for all core content staff. Rockdale ISD is also in a C2L (Committed to Learning) collaboration with Cameron ISD to engage in professional development quarterly. Core content teachers share pedagogy and content best practices, as well as, receive training from professional instructional specialists. Often, rural school districts only have one grade level, content specific teacher on their campuses. Meeting with other "like teachers" from partnered districts forms more effective Professional Learning Communities.

Digital resources are valuable tools in designing quality, engaging lessons and developing independent learners. We are excited about how this program can help expand these initiatives. The project will be supervised by the campus principal and will be coordinated by the campus media specialist. The media specialist will use library resources and instruction time to work with students on reservation and usage of project resources. She will also work with campus teachers on training and reservation procedures for project resources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Number of students checking devices out from the library.	1.	Records indicating number of devices checked out.
		2.	Number of at-risk students checking out devices.
		3.	
2.	Increased number of lessons submitted through online applications.	1.	Usage reports from Prodigy, Think Through Math, iStation, StemScopes, TEXQuest, and Mind Play.
		2.	Usage reports from Google Apps for Education.
		3.	Quality of assignments/projects.
3.	Student, parent, and teacher surveys.	1.	Results of online surveys about effectiveness of program.
		2.	Parent input and feedback regarding opportunity.
		3.	
4.	Teacher evaluation of students technology use outside of the classroom.	1.	Feedback from teachers regarding the quality of products submitted.
		2.	Technology use outside of the classroom or school day.
		3.	
5.	Analysis of student performance.	1.	Student growth on STAAR assessments in all areas.
		2.	Renaissance Learning Star Reading and Math data analysis to identify areas of growth.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus library is currently required to submit quarterly reports to the campus principal and central office on circulation and collection statistics. Data for these reports are pulled from the Destiny system. A separate section will be added to those quarterly reports on circulation and status of lending devices, also gathered from Destiny. This report will indicate the percentage of devices that are checked out by identified students. Based on this report, teachers can specifically target students who may not be taking advantage of the program.

A report will also be submitted each quarter from the technology department outlining any repair and/or service requests submitted to that department on the lending equipment. This will help us identify any concerns about misuse and/or abuse of devices and address those concerns immediately.

To evaluate an increase in online assignments, activity reports will be pulled from online resources. Evaluation of assignments turned in directly to teachers as well as the effectiveness of the lending program will be evaluated twice a year through parent, student, and teacher surveys.

Campus administrators will also document technology integration in walkthroughs, evaluations, and teacher conferences. They can identify which teachers are making the most use of the program and why; then mentoring partnerships can be developed to encourage more wide-spread use.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 166-904	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant funds will be used to purchase Chromebooks and WiFi devices for internet access to lend to Rockdale Intermediate students. These devices will be available for teachers to check out to students based on classroom activities and/or assignments. The devices will be used during class time and then taken home to extend the assignment. Classroom teachers will monitor student progress on these assignments daily during class time to ensure that the devices are being used effectively and that the work is being completed as assigned. This will allow teachers to teach students how to set up collaborative documents, team projects, and individual research activities that require Internet access through the use of Google Apps.

Teachers will use an existing online reservation system through Google Calendars to reserve devices for their classes as needed. Teachers will be able to reserve the devices for their students for a maximum of two weeks at a time. The student will be responsible for caring for the device on a daily basis until it is returned to the library. Students must adhere to the Responsible Use Policy, Technology Lending Agreement, board policies, Student Code of Conduct and Student Handbook when using the Chromebooks.

Rockdale Intermediate uses Follett's Destiny program to checkout textbooks to students and this same system will be used to checkout Chromebooks to the students. Since Destiny has been in place in the district for many years, it will not require use of these grant funds.

Schedule #17—Responses to TEA Program Requirements	
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County-district number or vendor ID: 166-904	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Rockdale ISD District Mission: *Rockdale ISD, in partnership with parents and community, will teach a rigorous and engaging curriculum, in a safe and orderly environment, preparing our students for future success.*

Rockdale ISD District Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.
Rockdale ISD District Goal 3: Rockdale ISD will provide strong communication of campus academic and financial performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

The district mission and goals focus on a need to prepare students for the future. Technology has become such a vital part of all of our lives, but especially our students. Without a strong ability to apply technology skills to every aspect of work and learning situations, they will not be successful in higher education or the work force. Technology skills are not longer preferred, they are required. By providing students an opportunity to take Chromebooks home, we can encourage them to truly make technology an integral part of their educational practice. By taking away the excuse that they don't have a computer at home to work on, we can set higher expectations for integration into all core subject areas. By requiring this high level of application, students will become more comfortable with using technology as a learning tool and will realize the potential that comes with technology usage.

Another very important goal of our district is developing partnerships with parents in the education of their children. By making technology available for their children at home, our hope is that we can also encourage parents to take advantage of the technology training we offer adults throughout 21st Century Community Learning Center grant. If they see the advantages technology integration has for their children, perhaps they will make a stronger effort to allocation resources to continue after the grant period is over.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

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TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers have indicated that students are not coming to school with adequate basic skills sets to perform independently on assigned tasks. As teachers attempt to help students become college and career ready, it is imperative that they be able to create and collaborate with their peers. By focusing this grant at the intermediate school level, the campus can support this need by providing devices to students who do not have consistent access at home.

A student survey was conducted to identify what percentage of students did not have Internet access at home. Wifi devices will be for the Chromebooks based on that percentage. Paperwork will be sent home at the beginning of the program to determine if Internet access is available at home. If Internet is not available, that student will be eligible to check-out the Wifi device along with the Chromebook. If Internet is available, the student will only be given a Chromebook to take home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will allow students to access digital content used during the school day outside of regular school hours. As many of the new textbooks are adopted much of the content is also accessed digitally. WiFi devices and Chromebooks would allow students to continue to participate outside of school and access schoolwork in the evening and on the weekends. In addition, Rockdale ISD is a Google Apps for Education district and all classes utilize the array of Google tools such as Google Classroom, Drive, Calendar, Gmail, and Chrome browser. By giving all students the opportunity to utilize these tools beyond the school day, the learning and collaboration can be extended beyond the traditional classroom. Students are already accustomed to working on projects and assignments with others through these Google tools; this will allow student work to continue. The lending grant would give students that additional time to create quality digital products. Use of digital tools and online collaboration occurs on the intermediate campus. Adding the ability for students to increase their access to the Internet will allow students to continue to work on these skills while learning content and creating quality work. Because Chromebooks are already used on the campus on a very frequent basis there are already technology procedures in place and teachers are provided strategies for classroom management while technology is used in the classroom.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Rockdale Intermediate science teachers currently subscribe to StemScopes for supplemental science instructional materials. The teachers use the online resources in class for whole class instruction, but are rarely able to assign individual work to the class through the program because most students do not have a computer or Internet access at home.

Think Through Math and Prodigy are web-based solution that provides adaptive math instruction for our students. The program is designed to motivate students and build students' confidence and competence in mathematics. Students are able to login and work during the day, but not at home. The lending program would allow our students to continue working on their math skills after the school day has ended.

iStation and MindPlay are fully integrated computer-based assessments and intervention reading programs. They automatically place students into a highly animated and engaging intervention program based on the results from their highly interactive and animated computer adaptive assessments. These programs have proven to be highly effective when utilized for approximately 150 minutes a week. By allowing students to access them at home, students are more likely to meet this recommendation.

Rockdale ISD is a Google Apps for Education district. The array of tools that Google offers encourages communication, collaboration, creativity and independent learning. Providing access to these tools outside of school hours will build essential skills necessary for future success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 166-904	Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockdale ISD has implemented an Aruba Wireless infrastructure throughout the school district to provide enterprise level wireless coverage. This will give students 802.11a/b/g/n/ac access. Rockdale ISD currently has 165 Aruba IAP-205 access points located in every classroom in district. Technology Dept through erate Category 2 funding last year has significantly improved our wireless coverage to handle large influx of technology wireless devices. Each access point can utilize efficiently 60 to 75 clients, with a great user experience. Also to be CIPA compliant, the Chromebooks that will be checked out will adhere to a Chrome extension/Proxy to access safe content through our netspective content filter system while the Chromebooks are away from our campus network.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 166-904	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each device will be coded and inventoried through the district's Follett's Destiny and this same system will be used to check-out the devices to the students. Since Destiny has been in place in the district for many years, staff and students are already familiar with usage.

The program will include a total of 4 Chromebook carts with 25 devices in each cart and a total of 40 Wifi devices. The devices will be used during the school day as well as after school hours. Classroom teachers will be able to reserve carts through the use of a Google reservation calendar to initiate project work and ensure seamless integration of outside work to classroom objectives. Devices will also be available for students to check-out individually from the library for other assignments including make-up work, enrichment, e-readers, and independent study for up to 2 weeks.

The campus policy for use of in class devices will be utilized for assignment of devices during the school day. Using information from the lending agreement, the teacher will identify which students are eligible to check out devices. The teacher will develop a rotating system of home check-out to ensure that all eligible students have the necessary access to work with group members after school hours. A shared Google doc will be updated during the day of students that will be checking out a computer or Wifi device. The Library Media Specialist will then distribute the Chromebooks and Wifi devices to the students after school. The devices will be checked out to the students by using the Destiny system by the campus Digital Media Specialist with the help of trained student assistants. Devices will be inspected upon return and any damage will be documented and sent for repair immediately.

All devices must be returned to the library by 8:00 the morning they are due. Also, devices must be returned to school daily in order to be available for classroom use. The teacher will monitor student progress each day and will continue to assign check-out according to work progress.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will account for the equipment through the inventory process within the intermediate library. Devices will be checked out through the Destiny system to individual students. The students are held accountable through hold and fine lists that limit campus privileges, grade reporting, and further lending.

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